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AUTHOR Brownell, Jeanine O'Nan
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ABSTRACT

Inspired by the Reggio Emilia approach to early learning, this CD-ROM and Teacher's Guide invite young children on a journey with Ani, a friendly alien from another planet, to collect and learn about natural objects in seven different "learning centers." The CD-ROM program is designed to encourage creativity in science, art, and dramatic play and to teach children about using the Internet in a developmentally appropriate manner. The Teacher's Guide is presented in 9 chapters. Chapter 1 discusses how to use the CD-ROM, provides a philosophical overview of the Reggio Emilia Approach, and details how the CD-ROM experiences fit into High/Scope preschool key experiences. Chapters 2 through 8 provide 21 lesson plans for integrating the CD-ROM into everyday classroom routines and leading to classroom projects matching student interest related to the following learning centers: (1) water table; (2) Internet browser table; (3) light table; (4) drama center; (5) art center; (6) balance scale; and (7) e-mail center. Each lesson plan lists the learning objectives corresponding to the High/Scope preschool key experiences, and delineates instructions and materials necessary for a teacher-guided activity, a learning center activity, and extended activities for further exploration. Chapter 9 provides additional resources. (KB)

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Ani's Rocket Ride℠

Internet Coach® for Early Learning

Teacher's Guide

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Ani℠'s Rocket Ride

Internet Coach® for Early Learning

Teacher's Guide

Author
Jeanine O'Nan Brownell

APTE Inc.
820 Davis Street, Suite 224
Evanston, IL 60201
1-847-866-1872
www.internetcoach.com

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Ani℠'s Rocket Ride: Internet Coach® for Early Learning

Preface

Dear Educator,

Congratulations! Welcome to the Teacher's Guide for Ani℠'s Rocket Ride: Internet Coach for Early Learning. You are now a member of the Internet Coach team! The Internet Coach is your guide to technology in education. This guide is your play-book to becoming an Internet Pro! The following pages include lesson plans, teacher guided projects, learning center activities, questions to ask students, blackline masters and Web resources.

Ani℠'s Rocket Ride is unique because it is based on the "Reggio Emilia Approach" to early learning. Both the CD-ROM and the Teacher's Guide embrace the core concepts of the Reggio Emilia philosophy. Playing the CD-ROM involves taking a journey with Ani -- a friendly alien from another planet -- to collect and learn about natural objects in seven different learning centers.

The Teacher's Guide and CD-ROM program complement each other. For each of the learning centers featured in the CD-ROM adventure, there is a corresponding chapter with activities to help you integrate the content into your classroom. You'll see just how easy and enjoyable this journey can be!

Both the CD-ROM and the Teacher's Guide are designed to meet specific curriculum guidelines for early childhood students. Created with the help of the U.S. Department of Education and the Erikson Institute for Advanced Study of Child Development, Ani℠'s Rocket Ride meets a variety of pre-literacy, pre-math and pre-science guidelines. This Teacher's Guide includes a guideline grid to illustrate how Ani℠'s Rocket Ride correlates to the guidelines provided by High/Scope® and the National Association for the Education of Young Children (NAEYC).

APTE would like to thank Jeanine O'Nan Brownell for her work on this Teacher's Guide. As an early childhood educator she used her knowledge of the Reggio Emilia Approach and her classroom experience to create a comprehensive series of interactive lesson plans. APTE also gives special thanks to the following educators who helped develop Ani℠'s Rocket Ride: Helen Roberts-Evans, Child Care Center, Evanston, Illinois; Carla Young, The University of Chicago Laboratory Schools, Blaine Nursery School, Chicago, Illinois; Jie-qi Chen, Erikson Institute for the Advanced Study in Child Development; Eva Tarini, Crow Island School, Winnetka, Illinois; Dr. Katherine Ratliff, Spring Hollow Community Learning Center, Inc., Franklin, Tennessee; Gwyn Ku, Wonder Montessori, Chicago, Illinois. It was a team effort!

As the Internet Coach, I would like to thank you for ordering one of our award winning, innovative programs: Ani℠'s Rocket Ride. Blast off and enjoy!

Sincerely,

The Internet Coach

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Chapter 1: *Ani℠'s Rocket Ride* Teacher's Guide
Part 1: Using the CD-ROM and Teacher's Guide

System Requirements

Windows: Pentium processor or higher; Windows 95 or higher; 16 MB RAM; 4 x CD-ROM or faster; 256-color video adapter; Windows compatible sound card.

Mac: Power Macintosh system 7.1 or higher; 16 MB RAM; 4x CD-ROM or faster; 13" 256 color monitor.

Installation Instructions

Windows 95 / Windows 98 / Windows NT
1. Insert the Ani℠'s Rocket Ride CD-ROM into your CD-ROM drive.
2. The Windows Autoplay feature will start the program.

Macintosh
1. Insert the Ani℠'s Rocket Ride CD-ROM into your CD-ROM drive.
2. Double-click the Ani℠'s Rocket Ride icon when it appears.
3. Double-click the Ani℠'s Rocket Ride icon to start the program.

Software Registration

Free Clip Art when you register on-line: http://www.apte.com/register

You can register by email, phone, fax, or mail.
e-mail: register@apte.com
Telephone: 847.866.1872
Fax: 847.866.1873
Mail: APTE, Inc.
820 Davis Street, Suite 224
Evanston, Illinois 60201 USA

Introduction

Created with the help of the US Department of Education and the Erikson Institute for Advanced Study in Child Development, Ani℠'s Rocket Ride: Internet Coach® for Early Learning helps children learn through exploration. Inspired by the Reggio Emilia philosophy of early education, the program encourages creativity in science, art and dramatic play. Players use a simulated Web browser to learn about the Internet in a developmentally appropriate manner.

Ani's Story

Ani, a friendly alien from a distant planet, rockets to a schoolyard. Young players help Ani learn about school so that she can return to her planet and build a preschool for her alien friends. Ani and the player(s) explore a forest, pond and garden to collect natural objects such as pine cones and hawk feathers. They bring the objects into the school where they experiment and engage in creative play at seven learning centers. Ani uses her pretend video camera to record what happens at school.

Playing the Game

Exploring the schoolyard: Outside the school there are three natural areas to explore: a garden, a pond and a forest. There are hidden objects scattered throughout the areas. Players collect natural objects and take them to the schoolhouse where they explore in one of seven learning centers.

Collecting objects: Move the mouse around each area until the pointer changes to a hand. Click to find a hidden object. Click again to put the object in the treasure chest. Click the treasure chest to see how many objects have been collected.

Experimenting and creating in school: Inside the school there are seven learning centers. Players experiment with the objects at each learning center. Ani uses her video camera to document the player's activities at the center.

Science Centers

Water Table: Test whether objects sink or float
Balancing Scale: Compare weights of different objects
Light Table: View objects from different perspectives

Creative Expression Centers

Drama Center: Use objects as puppets. Create original stories with different settings/musical themes. Use note pad and print features to record and print out stories.

Art Center: Create artwork with object stamps and other art tools. View last three art projects (automatically saved by the computer) by clicking on the easel tool icon. Click printer icon to print artwork. Click e-mail icon to e-mail artwork over the Internet.

Pretend Internet Centers

Browsing Center: Surf a pretend Web to learn more about objects.
E-mail Center: Send pretend e-mail to one of Ani's alien friends.
(No Internet connection needed for the pretend e-mail center)

Using the Video Center
Ani uses her video camera to record player's work at each learning center. View Ani's videos at the Video Center.

Click to go to the Video Center.
Then click each learning center icon to start its video.

Helping Ani travel back home
Click to send Ani back to her planet. (available in the Video Center)

Help for Grownups

Ani℠'s Rocket Ride is designed to foster and support adult participation. By listening to the questions that a child poses, an adult can recognize the child's interest, and guide the child toward the appropriate learning center. Adults and children become partners in exploration: discussing, questioning, experimenting, planning the next step, and talking about new ideas.

The Help for Grown-Ups clipboard explains what is happening on each screen of the program and provides insightful guidance to adults. The text includes an introduction to each learning center and an explanation of its features. In addition, adults will find helpful questions and suggestions to promote children's thinking and creativity. This feature encourages grown-ups to talk with students while the student explores the seven learning centers with Ani.

For example, at the Balance Scale, the "Help for Grown-ups" offers:

> Encourage your child to experiment with the scale and discuss the results of your findings. Offer suggestions such as:
>
> "Find something heavier than the feather."
> "Find something lighter than the antlers."
> "How do you know that the antlers are heavier than the feather?"

Classroom Helpers

Classroom aides, parent volunteers and older student mentors can assist young children in using the software. In Chapter 9 you will find a "Road Map for Grown-ups" hand-out to share with classroom helpers. This quick road map is designed to be copied and given to adults as they assist children at the computer. Ani℠'s Rocket Ride can be used with small groups of children or in front of the whole class; thus, it facilitates teacher-student interaction and peer-to-peer collaboration.

Lesson Plan Overview

The following lesson plans are intended to integrate Ani™'s Rocket Ride into your everyday classroom routines. The learning activities build on the explorations from each of the seven learning centers. The lesson plans lead to classroom projects that match student interest. For example, if you observe that many of the children enjoy experimenting at the light table on the CD-ROM, you can plan activities for the children to explore light, shadows, and mirrors. The lessons are flexible to adapt to your classroom and the children's specific interests.

Organization

Each lesson plan begins by listing the learning objectives. These objectives correspond to the High/Scope® prekindergarten key experiences. Every lesson is organized into three sections: Teacher Guided Activity, Learning Center Activity, Extended Activities.

- **Teacher Guided Activity**
  The Teacher Guided Activity sets the scene for independent exploration. Often, the teacher leads a discussion or demonstrates an activity. This can be done as a whole class or with small groups of children.

- **Learning Center Activity**
  The Learning Center Activity is a child-centered activity that encourages open, in-depth exploration and collaboration. This activity can be included in your learning center rotation or designed as a whole group experience.

- **Extended Activities**
  The Extended Activities are suggestions for further exploration. Many activities can become long-term or on-going projects.

Materials

All the suggested materials are common, inexpensive items that can be found at your school or center or brought from home. No special equipment such as a light table or a balance scale is necessary. An Internet connection is not required.

Supervision

It is important to have adult participation and supervision at all times. Child-centered exploration requires the active support and guidance of teachers and paraprofessionals. Children need frequent, positive reminders about safe use of classroom materials.

If you choose to use the Internet with your children, please follow these tips on Internet safety.

- Young children should always use the Internet with an adult
- Use search engines especially designed for children, such as **www.yahooligans.com** or **www.ah-ha.com**
- Preview sites before accessing them with young children
- Talk to young children about Internet stranger danger

Part 2: A Quick Walkthrough

This quick walkthrough provides a step-by-step introduction to the environments, learning centers, and video center that children will encounter while playing Ani℠'s Rocket Ride. There is no one "right" way to play the adventure. This walkthrough is designed to give a glimpse of what the program has to offer. Created with the help of the U.S. Department of Education and the Erikson Institute for Advanced Study in Child Development, Ani's Rocket Ride: Internet Coach® for Early Learning encourages creative exploration and teaches concrete computer skills.

The Reggio Emilia Approach

Inspired by the Reggio Emilia philosophy of early education, the program builds creativity in science, art and dramatic play. Ani's Rocket Ride integrates the Reggio Emilia Approach throughout the entire program, including:

- Viewing the world from several different perspectives
- Developing project-related learning opportunities
- Allowing children freedom of choice to pursue their learning interests
- Fostering creativity and curiosity
- Documenting a child's work
- Encouraging a love of nature
- Emphasizing collaborative learning
- Nurturing a child's love of learning
- Stimulating the multiple languages of children
- Introducing the Internet in an age-appropriate and safe format

The Environments

1. Insert the CD-ROM into your CD-ROM drive. The autoplay feature will launch the program introduction, after which a schoolyard scene will appear.

2. Click the Help for Grown-ups clipboard at the bottom of the screen. Scroll through and read the introductory text. Then click OK to close the dialog box.

TIP: This clipboard appears on every screen to provide guidance for adults.

3. Click the garden to search for three nature objects in the garden.

4. Click the above-ground view on the left. There are two different perspectives of the garden: above-ground and underground.

Reggio Emilia Approach: One example of how Ani℠'s Rocket Ride encourages children to view the world from different perspectives.

5. Click the snake, and the snakeskin will appear.Click the green-highlighted snakeskin to put it in your treasure chest.

6. Click the spider on the web.
   Then click the green-highlighted web to put it in your treasure chest.

7. Click the garden's underground view, located in the lower right corner of the screen.

8. Click the worm on the upper right side of the scene.
   Click the green-highlighted dandelion root to place it in your treasure chest.

9. Click the schoolyard button on the bottom of the screen to return to the main screen.

10. Press TAB on your keyboard as a shortcut to collect all of the remaining 15 objects.

TIP: Click the chest located on the bottom left side of the screen to see all 16 objects.

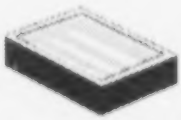
The Learning Centers

Once you click the front door of the school you will see seven learning centers in a school classroom. You can experiment and create with your objects at each center:

Three Science Centers
1. Balancing scale : Compare weights of different objects.
2. Light table : View objects from different perspectives.
3. Water table : Test whether objects sink or float.

Two Creative Expression Centers
4. Art center : Draw with a digital easel.
5. Drama center : Script and direct plays on the animated stage.

Two Pretend Internet Centers
6. E-mail center (computer with cubbies): Learn the basic concepts of sending an e-mail message.
7. Internet Browsing center (computer with books): Browse the pretend Web to learn more about your collected objects.



1. Click on the light table.
   Click on the snakeskin at the bottom right.
   Click on each of the four light table images to the left of the classroom icon.

2. To return to the learning centers, click the classroom icon.

3. Click on the easel to open the art center.
   The white box on your left is the drawing surface.
   Click on the dandelion to use it as a stamp.
   Move the cursor to the white box, and click again to make a stamp.
   Click the paintbrush. Go to the same box and paint by holding the button on your mouse and moving the cursor around the surface. Your mouse becomes a paintbrush and allows you to create an image.

4. E-mail your painting to a friend by clicking on the small envelope labeled "email." Type in an e-mail address and click send.
   (The e-mail is sent only when your computer is connected to the Internet.)
   To return to the learning centers, click on the classroom icon.

5. Click the computer next to the books on the left of the screen, and a pretend Web browser appears.

TIP: The browsing center introduces the Internet to children in an age-appropriate and safe format.

6. Click on the spider web.
   Click the dark red audio button on the left side of the browser. Audio plays, and explains spider web formation to the player.

Reggio Emilia Approach: The pretend browser gives children the freedom of choice to pursue their learning interests.

7. Click on the classroom icon to go back to the classroom.

The Video Center

1. Click the television monitor at the bottom of the screen to view the video that Ani recorded.

2. Click on the light table to hear more about school.
   Click on the Ani icon in the middle of the screen to return to the video center.

3. Click on the easel. Click the Ani icon in the center to return.

4. Click on the monitor with a leaf in the center

Reggio Emilia Approach: Documenting a child's work is an important part of the Reggio Approach. This is one example of how the program documents student work.

5. To end your adventure, click on the rocketship and watch the animation!

Part 3: The Reggio Emilia Approach
Philosophical Overview of *Ani℠'s Rocket Ride*

Developed with an award from the U.S. Department of Education and in collaboration with the Erikson Institute for Advanced Study in Child Development, Ani℠'s Rocket Ride: Internet Coach® for Early Learning reflects the best practices in early childhood education. Each learning activity corresponds to the National Curriculum Guidelines for preschool education from the National Association for the Education of Young Children (NAEYC), the International Reading Association (IRA) and the High/Scope® preschool key experiences. Most notably, Ani℠'s Rocket Ride integrates the Reggio Emilia educational philosophy throughout the program. Any preschool teacher can use this program, whether or not they have used the Reggio Emilia approach before. The software is designed to enhance all early childhood programs.

The "Reggio Approach" was initiated in Reggio Emilia - a small town in northern Italy known worldwide for innovative, community-based preschools. Loris Malaguzzi, a teacher from Reggio Emilia, helped create a culturally meaningful educational philosophy for the preschools. This philosophy underlies our program design.
The Reggio Approach emphasizes:

- emergent curriculum
- documentation
- collaboration
- environment as teacher
- respect for the child's pace of learning

Emergent Curriculum

Instead of following a set lesson plan, the Reggio Approach encourages teachers to let the children's interests guide the curriculum. For this approach to succeed, teachers must engage in an ongoing dialogue with students in order to discover their ideas, hypotheses, and theories. Teachers and students create classroom projects to explore and revisit these topics of interest. Critical to the concept of emergent curriculum is that there is no "right" or "wrong" way. Rather, emphasis is on empowering children to think for themselves and express their own ideas. Children use multiple languages of expression in Reggio Emilia classrooms, including verbal expression, literacy, dramatic play, interaction with manipulatives, visual arts, and music.

Ani℠'s Rocket Ride: Internet Coach® for Early Learning incorporates the principles of the Reggio Approach into the CD-ROM and Teacher's Guide. The curriculum of Ani℠'s Rocket Ride unfolds according to the children's interests. Each learning adventure is individualized to respond to a child's curiosity. There is no "right" way to play the game. Rather, children can navigate their own path through the program at their own pace. For example, children explore three natural environments: a garden, a pond, and a forest. Within these environments, children can discover and collect natural objects that

interest them. In the classroom, children experiment and create with one or all of the natural objects according to their interests and learning styles. This open-ended game format allows children to construct their own curriculum.

Throughout Ani℠'s Rocket Ride, children can express their ideas and feelings in many different ways. The classroom learning centers provide diverse tools for expression. For example, at the water table, children can interact with manipulatives to learn about buoyancy. Or, at the art center, children can create visual art. In this way, children can translate their ideas into multiple representations - from pictures to text to drama. Children of different learning styles can express what they have learned in a way that is appropriate for them.

Children's interests can easily be extended into your own classroom environment. Ani℠'s Rocket Ride fosters project-based learning opportunities. Teachers will find many launching points into further explorations. Chapters 2-8 provide suggestions for specific learning activities.

Documentation

The Reggio Approach values documentation as one of its core principles. The documentation process supports an emergent curriculum by providing a basis for evaluating children's work and planning future learning activities. Many forms of documentation - photographs, audio-tape transcripts, videos and children's work - create a multi-sensory record of a classroom project. Posting documentation (e.g. artwork) in preschools encourages students to learn from one another and invites the parents into the curriculum. Documentation highlights the process of learning. It allows teachers and students to revisit earlier projects and captures each child's growth over time.
Ani℠'s Rocket Ride documents each child's exploration and offers several ways to revisit work.

- First, at several of the learning centers, a display at the top of the screen shows a history of the child's last three experiments. When a child clicks on this display, Ani, our animated guide, provides more information about the results.

- Second, Ani uses her camera to create videos of each child's work in the learning centers. The child can view these videos in the video center. Each video is individualized to reflect the child's unique use of the learning center. The videos allow each child to view her work from a new perspective. For example, at the science center, each child uses a balance scale to experiment with the relative weights of natural objects, two at a time. The video documents the child's choices and expands upon the child's results by integrating all of the objects weighed by the child in a composite ranking.

•Third, the print function is available at several of the learning centers and allows students to print their work for display in the classroom or at home.

•Fourth, the art center has a feature that allows students to e-mail work home. In this way, documentation encourages children to reflect upon their own learning. It also facilitates collaboration between students, parents, and teachers.

Collaboration

The Reggio Approach encourages collaborative learning and co-construction of knowledge. Children learn by working together with peers and adults in a social context. Teachers are co-investigators. They routinely observe, take notes, and record conversations between children. This documentation facilitates collaborative planning for an emergent curriculum. Parents are invited to contribute their ideas to the curriculum and participate in the classroom. The Reggio Approach encourages students, teachers, and parents to be partners in learning.

Ani℠'s Rocket Ride provides many opportunities for collaboration. The learning centers are designed to foster discussion about the natural objects and their properties. Small groups of two or three children can explore the program together. Children can practice listening to each other, asking and responding to questions, and making decisions together. For example, in the Browser Center students can collaborate while learning about each natural object.

Adult participation is also encouraged and supported. The "Help for Grown-ups" section is integrated into each screen to promote meaningful interaction between children and adults. "Help for Grown-ups" provides specific strategies for adults to use to enhance creativity and thinking skills in young children. The suggested questions at each learning center are intended to prompt further exploration and discussion. The video documentation allows teachers and parents to view children's work and plan future activities based upon children's interests.

Environment as Teacher

Children learn by engaging with their environment and examining it from different perspectives. In Reggio Emilia classrooms, the environment acts as a teacher, so it is carefully designed to help children feel comfortable and free to explore and create. The Reggio Approach integrates nature into the curriculum so that children learn to appreciate the natural environment. Classrooms are equipped with tools such as mirrors and magnifying glasses so that children learn to observe nature from many vantage points.

Ani℠'s Rocket Ride is set in the familiar and friendly environment of a preschool classroom surrounded by three natural environments - a garden, a pond, and a forest. Children can navigate freely through the natural environments and the classroom learning centers. Help is available to children at all times. Ani motivates and supports children in a reassuring manner. This encouragement facilitates active learning. Children are able to choose which natural objects to explore, and the learning centers are automatically modified to focus on the interests expressed by the children. Different views of nature are incorporated in the software design. For example, the forest can be explored during different seasons. The garden and the pond offer a view both above and below the surface.

Respect for the child's pace of learning

The Reggio Approach respects each child's own pace of learning. Time is not set by the clock, but rather by the child's needs and interests. Learning activities build upon each other, little by little. Reggio Emilia teachers provide sufficient time for children to explore, extend, and revisit classroom projects.

Ani℠'s Rocket Ride responds to a child's own sense of time and individual learning interests - there are no time limits, no set paths, and no right or wrong choices. Children can navigate freely through the program and can return to their work whenever they choose. At the learning centers and the video center, children can revisit and refine their original work. Ani℠'s Rocket Ride respects each child's pace of learning by empowering students to construct their own explorations and to build upon knowledge over time.

Ani[SM]'s Rocket Ride Guideline Grid

Based on the High/Scope® Preschool Key Experiences and the National Association for the Education of Young Children Position Papers

Strands	Guidelines	Lesson Plans	Correlated Objectives
Creative Representations	• Relating models, pictures, and photographs to real places and things • Pretending and role playing • Making models out of clay, blocks, and other materials • Drawing and painting • Recognizing objects by sight, sound, touch, taste and smell	• Chapter 4, Lesson 1: Sun Catchers • Chapter 4, Lesson 3: Mirror, Mirror • Chapter 5, Lesson 3: Puppet Making • Chapter 6, Lesson 2: Sand Clay Sculpture • Chapter 6, Lesson 3: Nature's Water Colors	• Explore natural and artificial light • Create a self-portrait • Explore facial expression and emotions • Create 3-dimensional puppets • Engage in collaborative, dramatic play • Develop eye-hand coordination and manipulation • Explore element of color • Use principles of repetition and pattern to create a design
Language and Literacy	• Describing objects, events and relations • Having fun with language: listening to stories and poems, making up stories • Writing in various ways: drawing, scribbling, letter like forms, invented spelling, conventional forms • Reading in various ways: reading storybooks, signs and symbols, one's own writing	• Chapter 3, Lesson 2: Fact Hunt • Chapter 3, Lesson 3: Click and Tell • Chapter 5, Lesson 2: Story Dictation • Chapter 8, Lesson 1: Key Pals	• Communicate information in pictures • Develop beginning reading and writing skills • Ask questions and respond to questions from teachers and peers • Connect spoken language with written language • Reinforce importance of literacy • Connect writing to personal experience

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Strands	Guidelines	Lesson Plans	Correlated Objectives
Initiative and Social Relations	• Participating in group routines • Building relationships with children and adults • Creating and experiencing collaborative play • Making and expressing choices, plans and decisions	• Chapter 5, Lesson 1: Animal Antics • Chapter 8, Lesson 2: Web Pages • Chapter 8, Lesson 3: Time Capsule	• Interact with peers through dramatic play • Gain exposure to Internet with adult guidance • Connect home and school experience • Reflect on school experiences
Movement	• Acting upon movement directions • Describing movement • Moving in locomotor ways (running, jumping, hopping, skipping, marching) • Moving with objects	• Chapter 2, Lesson 3: Blowing Bubbles • Chapter 3, Lesson 1: Browser Games • Chapter 4, Lesson 2, Shadow Play • Chapter 5, Lesson 1: Animal Antics	• Design simple device to blow bubbles. Test the device and share results • Act upon movement directions in Make-a-Link activity • Develop spatial awareness • Explore drama through movement and sound
Classification	• Exploring and describing similarities and differences • Distinguishing and describing shapes • Sorting and matching • Using and describing something in several ways • Distinguishing between "some" and "all"	• Chapter 2, Lesson 1: Sink or Float • Chapter 4, Lesson 1: Sun Catchers • Chapter 6, Lesson 1: Leaf Collage • Chapter 8, Lesson 3: Time Capsule	• Predict which objects will sink or float • Classify objects into groups based on experiment results • Identify the elements of line, shape, color and texture • Practice chronological sequencing

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Strands	Guidelines	Lesson Plans	Correlated Objectives
Numbers	• Comparing the number of things in two sets to determine "more," "fewer," "same number" • Arranging two sets of objects in one-to-one correspondence • Counting objects	• Chapter 2, Lesson 1: Sink or Float? • Chapter 7, Lesson 2: More or Less • Chapter 7, Lesson 3: Balancing Numbers	• Compare the number of objects in a group • Develop vocabulary of more/less, most/least • Learn one-to-one correspondence • Explore concept of quantity
Space	• Filling and emptying • Changing the shape and arrangement of objects • Observing people, places and things from different spatial viewpoints • Experiencing and describing positions, directions, and distances	• Chapter 2, Lesson 2: Water in Motion • Chapter 3, Lesson 1: Browser Games • Chapter 4, Lesson 2: Shadow Play	• Learn how liquids move • Describe an observed event • Practice browser navigation through different modalities • Develop spatial awareness

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Chapter 2: Ideas from the Water Table

Water Table Lesson 1: Sink or Float?

Subject Area: Science

Objectives:
- Explore concepts of buoyancy
- Predict which objects will float or sink
- Sharpen observation skills
- Classify objects into groups based on experiment results

Materials:
Water
Large buckets, tubs, or pots
Natural objects (bark, leaves, sticks, pine cones, stones, rocks, seeds, nuts, feathers, cotton, shells, etc.)
Chart paper and a marker
Plastic-coated placemats or laminated construction paper

Teacher Guided Activity:

At your science center, fill the large containers with water . Have the children predict which objects will sink and which will float. Encourage children to test their predictions by having them gently drop each object into the water.

Use the chart paper to record the results of the experiment. Make a simple T-Chart with two headings: Sink and Float. Record the name of each object under the appropriate heading.

Sink	Float
rocks shells	feathers cotton

Learning Center Activity:

Have the children sort the objects into two groups: Sink and Float. Provide plastic-coated placemats or laminated construction paper on which children can classify the wet objects into two groups. Young children will want to sort and re-sort again. Leave the materials at the science center and encourage children to predict, test, and classify new objects that they find or bring from home.

Things to Talk About:

What does it mean if something floats?
Can you think of something else that floats?
What does it mean if something sinks?
Can you think of something else that sinks?
Why do you think this will float? Sink?
What did we think would happen?
What really happened?
Can something both float and sink? How?
What happens to the water when something floats? Sinks?

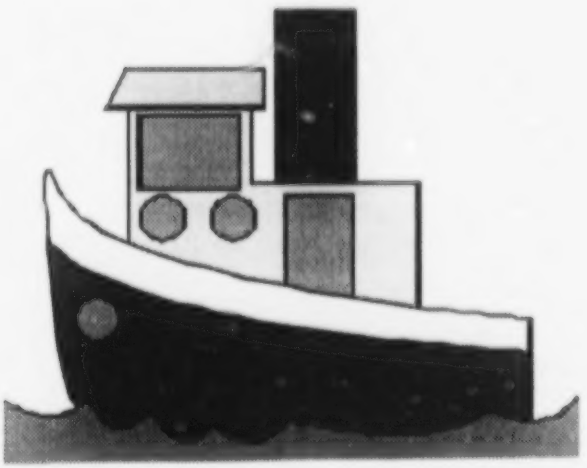
Extended Activities:

Boat Float

Invite the children to construct boats out of different materials and test whether they float. Good materials to use include construction paper, aluminum foil, plastic-coated paper (shelf lining), empty milk cartons, wood, and clay. What materials float best? What shapes float best?

Boat Launch

Have the children add their boats to the collection of objects that float and sink. Compare boats. Share design strategies. Count how many pennies a boat can hold before it sinks. Have a Boat Launch party with the children's favorite boats.



Water Table Lesson 2: Water in Motion

Subject Area: Science

Objectives:
- Learn how liquids move
- Describe an observed event
- Predict an outcome based on experiment results

Materials:
Water
Large buckets, tubs, or pots
Plastic containers of various sizes and shapes (empty shampoo bottles, squeeze bottles, spray bottles, yogurt cups, milk jugs, etc.)
Chart paper and marker
Shower curtain or plastic tablecloth

Teacher Guided Activity:

Fill the large containers with water at your science center. Ask the children to explore the special way that liquids can move by pouring. All matter that is liquid can be poured, and any matter that can be poured is considered a liquid. Demonstrate how to fill a small plastic container with water and pour it slowly into one of the large containers.

Use the chart paper to record what the children observe about the way liquid moves under a heading such as "Water Action Words." Encourage vocabulary development of words such as drip, trickle, splash, splatter, spill, swirl, flow, pour and bubble. Revisit this list and add more words after children have visited the learning center. Ask the children to use these words to predict what would happen given a new container or a new amount of liquid to pour.

Water Action Words
•Swirl •Trickle •Drip

Learning Center Activity:

Set up a pouring station with large containers of water and many small plastic containers for pouring. Invite children to pour the water from container to container and listen to the sound it makes. Plan ahead for spills by covering the table with a shower curtain or plastic tablecloth.

Things to Talk About:

What does pouring mean?
What else can you pour? Tell me about a time you poured something at home.
What happens to the water when you pour it?
What happens to the water when it goes into a bucket of water? An empty bucket?
What happens if you pour water from high above the bucket? Close to the bucket?
What happens if you pour a lot of water? A little water?
What did you think would happen?
What really happened?

Extended Activities:

Colored Water

Have the children pour colored water into clear, plastic cups of water. What happens to the water? What happens when two or more colors are poured in? Give the children plastic spoons to stir the water. Let the children explore stirring and mixing of liquids. What happens when oil is poured into water? Other liquids?

Water Drops

Using eye droppers, drip colored water or food coloring onto a coffee filter to make a tie-dye design. Explore absorbency by observing drops of water on cotton balls, paper, and wax paper. What happens to the water drops? What shape are water drops? Which holds the most water? Which is wet? Which stays dry?

Making Waves

Pouring water means lots of splashes! Use this opportunity to explore making waves. Have children use their hands or plastic water toys to make waves. What is the shape of a wave? How does it move? What happens to a floating object?

Water Table Lesson 3: Blowing Bubbles

Subject Area: Science

Objectives:
- Learn how bubbles are formed
- Design simple device to blow bubbles using the materials provided
- Test the device and share the results
- Compare observations of individual and group results

Materials:
Water
Large buckets, tubs, or pots
Liquid dish soap
Sugar (optional)
Bubble makers such as thin wire, pipe cleaners, sandbox toys, or colanders
Chart paper and markers
Shower curtain or plastic tablecloth (optional)

Teacher Guided Activity:

Mix a large amount of bubble solution using equal parts water and liquid dish soap. A pinch of sugar will help to strengthen the bubbles. Pour the solution into your water table or large containers. Demonstrate how to use the bubble makers to make bubbles by blowing or waving the wands through the air. Demonstrate how to shape the thin wire and pipe cleaners to change the shape and size of the bubbles.

Learning Center Activity:

Set up a bubble station with large containers of bubble solution and various bubble makers. Encourage the children to experiment with the bubble makers. This is an ideal activity for outside play. If inside, plan ahead for spills by covering the table with a shower curtain or plastic tablecloth.

Hang up chart paper and invite the children to draw what their bubbles look like - shape, size, color. Have markers available for their drawings.

Things to Talk About:

What is a bubble?
Where else have you seen bubbles?
Why does a bubble float?
Why does a bubble pop?
How can you make a big bubble? Little bubble?
What is the shape of a bubble? Can you change its shape?
What color is a bubble?

Extended Activities:

Bubble Blowers

Provide each child with a cup of water and bubble blowers such as straws, funnels, tubing, or cardboard cylinders. Have the children blow bubbles in their cups and observe what happens to the water. Do the bubbles float? Do they pop? How many different kinds of bubbles can you make?

Hint: You can use a thumbtack to poke holes on both ends of the straws so that children cannot suck through them.

Magic Bubble Paint

Make magic bubble paint by adding powdered tempera paint to the bubble solution. Use small, shallow bowls to mix 1/4 cup bubble solution with 1/4 cup powdered tempera paint. Give the children straws (with a pinhole poked on both ends) for blowing bubbles. (The pinholes prevent the children from sucking through the straws.) Gently blow into the paint mixture until a dome of bubbles forms. Make bubble prints by placing a piece of paper on top of the bubble dome. Layer different colors to create a swirling, marble-like effect.

Web Resources: Ideas from the Water Table

Cool Science

http://www.hhmi.org/coolscience

In conjunction with the Boston Children's Museum, this site includes science questions, answers and activities.

Virtual Field Trips

http://educate.si.edu

Smithsonian Institution provides science based activities for young students. The virtual field trips and lesson plans make this site a top-notch resource.

Ocean Odyssey

http://pao.cnmoc.navy.mil/educate/neptune/neptune.htm

Naval Meteorology and Oceanography Command page includes a "student's sea of knowledge" link with science facts and activities.

COACH TIP

Introducing the Mouse

Using this program may be your first experience using a computer mouse. The mouse is used extensively in this program, and the child playing the game will need to get used to the action of the mouse. You may need to do the pointing and clicking first, but soon the child playing the game will become quite adept.

Clicking is easy, but swiping with the mouse can be a difficult skill to learn, even for adults. Practice the effect that when you move the mouse to the left, the cursor on the screen will move that way too. You may find it helpful to change the settings of your mouse properties to make the mouse move more slowly. The default mouse speed settings are generally too fast for beginners, making it difficult to be accurate with the cursor. To modify this setting on a computer running Windows 95/98, follow these steps:

1. Click on the Start Button.
2. Select "Settings" and "Control Panel"
3. Next open up Mouse.
4. Choose the Motion tab.
5. Adjust the Pointer Speed to a slower setting. One point higher than the slowest speed is probably best.

These steps may be slightly different depending on the kind of mouse that you are using, but it shouldn't be too difficult to figure it out. You can also alter other mouse properties in this area.

There's no need to push a child to learn how to use the mouse; patience is best. Be sure to describe what you're doing as you demonstrate how to use the mouse. Enjoy!

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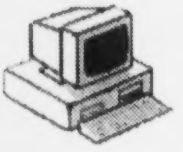
Chapter 3:Ideas from Internet Browser Center

Browser Center Lesson 1: Browser Games



Subject: Technology/Internet

Objectives:
- Explore words related to technology
- Learn about the forward, back, and home functions of an Internet browser
- Practice browser navigation through different modalities

Materials:
LinksLand game board
LinksLand cards
2 to 4 game pieces
Sidewalk chalk

Teacher Guided Activity:

After children have explored the simulated Internet browser in Ani's Rocket Ride, discuss with the class ways to navigate on-line. Display a browser screen on a large monitor or TV so that the class can see. Or print an image of the screen and pass out paper copies. Point out the forward, back, and home buttons on the top tool bar. Tell the children that you will play a game to help them learn how to use a browser. This game is a variation on the familiar "Mother, may I?" game.

Take the children to a large, open space in your school or on the playground. On one end of the space, draw a line with chalk that you will call "Home." Have the children stand along this line and face you on the other side of the space. Tell the children that you are the "computer." To move in this game, teach the children to say in unison, "Browser, browser, may I link?" As the computer, you will answer how many links the class may move forward or back. For example, you might reply, "Move 3 links forward" or "Move 1 link back." The goal is for the children to cross the space in order to tag you. But, at any time in the game, you can reply, "Link Home." Then the children must run back to the line before you tag them. If a child tags you, or you tag a child, then he or she may have a turn as the "computer." Play the game many times to reinforce new technology vocabulary and the concept of Internet navigation.

Learning Center Activity:

The LinksLand game is another way for children to explore browser navigation. It is a variation of a familiar children's board game. In preparation, copy the game board and game cards onto thick paper. You may want to color the game board or laminate it and the cards for durability. Feel free to make several copies of the game cards, depending on how many students are in the class. Demonstrate how to play the game according to the instructions and invite children to play in small groups of 2 to 4 players.

LinksLand game:

Object: Go to Home, the final space on the board.

Prep: Shuffle the cards and place the deck, picture side down, on the board. Put a game piece for each player on the Home space at the start.

Playing: Play begins when the first player takes the top card off the deck. (Place the used card in the box labeled "Place USED Landlinks Card Here.") The cards depict the forward and back buttons used to browse the Internet. Children move forward or back according to the card. Children take turns drawing one card each turn.

Winning: The first player to reach the final space wins, and advances to Home.

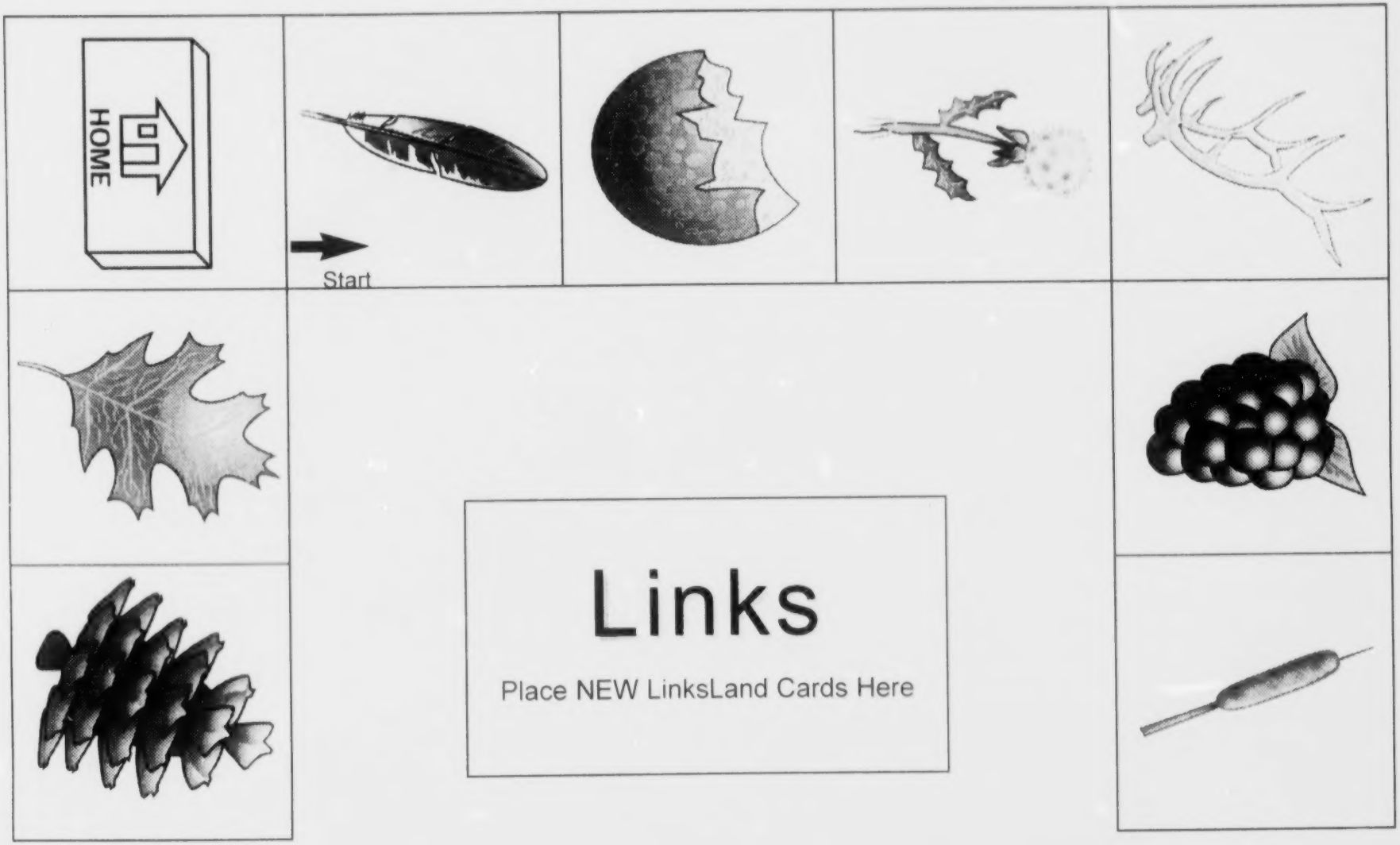
Things to Talk About:

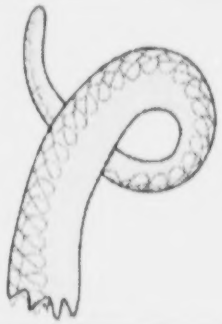
Why do you think this button is called "Home?"
How do the forward and back arrows help you find your way on the Internet?
Think of other places where you might see signs with arrows.
What is an Internet link?
How do you link on the Internet?
How is this game like an Internet browser?

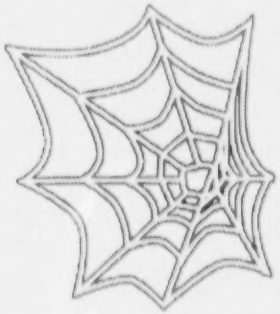
Extended Activities:

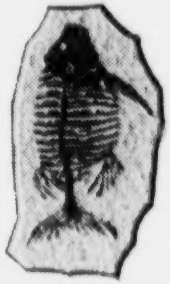
Make-a-Link

Lead the children to think about how links on the Internet are connected because they share similar information. Show the children how to form a human link by linking arms together. Ask the children to link together according to information they know about themselves. For example, ask all the children who have a brother to link together and then all the children with sisters. Are there any children who have a brother and a sister? They can link again. Help the children notice that they are linked together in the same way that Web sites connect to other Web sites on the Internet. Try the activity again with a different topic such as pets, favorite colors, or favorite sports.


HOME
Start
Links
Place NEW LinksLand Cards Here

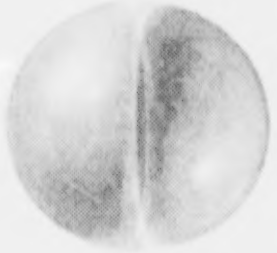


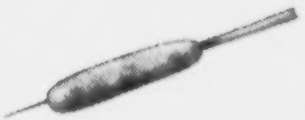


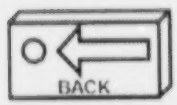


Links

Place USED LinksLand Cards Here







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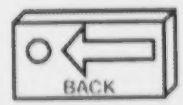

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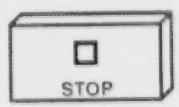

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Browser Center Lesson 2: Fact Hunt

Subject: Language Arts/Technology

Objectives:
- Identify questions about a chosen topic
- Locate information using a variety of sources
- Communicate information in pictures
- Develop beginning reading and writing skills

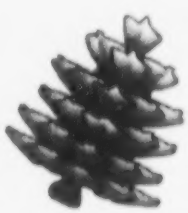
Materials:
Picture books or other resources on selected topic
Chart paper
Paper
Markers and crayons
Stapler
Computer with Internet access (optional)

Teacher Guided Activity:

As a class, select one of the natural objects in Ani℠'s Rocket Ride for further exploration. Use the children's interests to launch a simple research project.

For example, your students may be interested in the snake skin. Prepare for the project by gathering children's picture books about snakes. Select a wide vary of texts including fiction, non-fiction, and reference materials. Bring in any relevant artifacts such as a snake skin or pet snake. Lead the children on a fact hunt. Over several days, read books about snakes to the class. Encourage children to browse through the books themselves and explore the artifacts or other resources available on the topic.

After all the children have hunted for facts, gather the class and encourage the children to share the information they learned about snakes. Encourage each child to share one fact. Then record what they say on chart paper. Tell the children that they will make a class book of all the things they know about snakes. Later, type each child's name and their snake fact onto a piece of paper. These papers will be the pages of the class book.



Learning Center Activity:

Give each child a page with their snake fact. Ask each child to illustrate the page with a picture about his or her snake fact. Remind children to represent what they know in their drawings. Encourage the children to read (or pretend to read) their page to classmates. When all the pages are ready, staple them together and add the book to your classroom library. Invite children to read the book together and share their facts with one another.

Things to Talk About:

What questions do you have about snakes?
How can we find the answer to your question about snakes?
What facts did you hear in this book?
What facts do the pictures tell you?
What fact is most amazing to you?

Extended Activities:

Web Hunt

If you have a computer with Internet access, you can search the Web for appropriate Web sites about snakes. Start with one of the kid-friendly browsers such as www.yahooligans.com or www.ajkids.com. Type in the search word "snake" and explore the related Web sites. Bookmark[1] the sites you would like the children to see. You can use a large monitor or TV to display the sites for the whole class to view together, or have small groups of children explore at the computer with adult supervision. Please follow the tips for Internet safety found in the "Help for Grown-ups" section -- Chapter 1, Part 1.

COACH
TIP
Coach Find
Having trouble finding what you want from the Internet?
Check out www.coachfind.com and learn how to search the Web quickly and effectively.

[1] To bookmark a site, click on the word "Bookmark" in the tool bar on the top of your screen and select "Add Bookmark" from the menu. The computer will add the site address to the menu. To return directly to the site, just go to the Bookmark menu and select it. (Note: Some browsers use the word "Favorite" instead of "Bookmark")

Browser Center Lesson 3: Click and Tell

Subject: Language Arts/Technology

Objectives:
- Listen attentively by facing the speaker and making eye contact
- Ask questions and respond to questions from adults and peers
- Speak with language appropriate to the purpose and audience

Materials:
Computer mouse
Large piece of butcher paper
Markers

Teacher Guided Activity:

Invite an adult to your classroom to speak on a topic about which they are knowledgeable. This adult could be a parent, a friend, or another teacher in the school. Ask the adult to bring in one natural object to share. Good things to share include an exotic pet, a seashell, a rock collection, a flower, a fruit, or a vegetable from a garden.

Prepare the children for the visit by discussing different sources of information. Ask the children about their prior knowledge of print and electronic sources. Tell the children that people are good sources of information, too. Ask the children to think of some questions that they might want to ask your guest.

Have the classroom guest share with the children his or her special object for 5 - 10 minutes. Then, allow the children to ask questions. Once the guest has left, ask the children if they have a natural object that they would like to share with the class. Introduce a game called "Click and Tell" -- a variation of Show and Tell.

Child-Centered Activity:

Click and Tell

Ask the children to help you make a pretend Web browser. Ask each child to bring in one natural object from home (or from the playground). Then have each student teach the class one fact about the object.

Use a large piece of butcher paper and markers to draw a large computer screen with the browser tool bar at the top (Home, Forward, Back buttons). Hang this up as a background to the chair where children will sit to share.

Play Click and Tell. Invite each child to sit in the "browser" and briefly share about his or her natural object. Say "click" between turns; use a computer mouse as a prop, if you want. Reinforce the concepts of a browser as you play.

Things to Talk About:

Describe what you can do to be a good listener.
Tell me about a time when you learned a new fact from a friend.
Have you ever taught a friend something new?
How will you speak to the class so that we can learn from you?
How is Click and Tell like a Web browser?
What is similar or different about learning from a computer or learning from a person?

Extended Activities:

Mixed Media

Document what the children share in other media. For example, take pictures of the children as they present in the "browser." Or, have the children draw pictures of their natural objects. Or, post the facts that each child shares on your classroom Web page for parents to see. Discuss how their information can be represented in many ways.

Web Resources: Ideas from the Browser Center

NASA Ask the Scientist

http://science.msfc.nasa.gov/FAQ/Ask-A-Scientist.htm
Bring a space scientist to your classroom via the Internet!
Check out NASA's "Ask the Scientist" and see for yourself.

Hall of Early Childhood Education

http://www.tenet.edu/academia/earlychild.html#kids
This collection of early childhood resources is an excellent resource for parents, teachers, and students.

Association of Youth Museums

http://www.aym.org
Find your local children's museum Web site. Plan a local field trip using the Web!

Yahooligans!

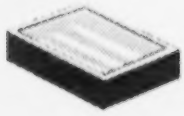
http://www.yahooligans.com
This kid-safe search engine will help you sort through the many kid-friendly sites on the Web.

Ask Jeeves Kids

http://www.ajkids.com
What do you want to know? Ask Jeeves Kids has the answer! Check this site to find useful teacher resources and recommended Web sites.

Chapter 4: Ideas from the Light Table

Light Table Lesson 1: Sun Catchers



Subject: Science/Art

Objectives:
- Explore natural and artificial light
- Learn the difference between opaque and transparent materials
- Apply scientific knowledge to an artistic work

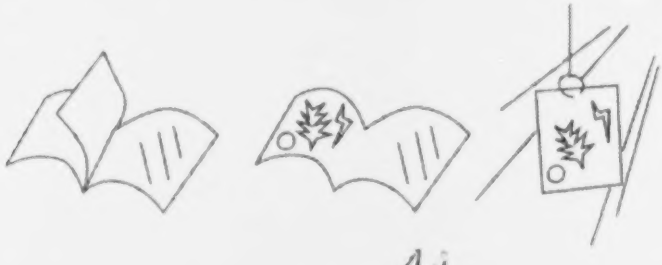
Materials:
Light table or overhead projector
Objects to illuminate such as tissue paper, hole-punched paper, plastics, fabrics, lace, colored glass, beads, and feathers
Clear contact paper
Hole-punch
Yarn

Teacher Guided Activity:

Gather the children around a light table or an overhead projector on a low table. As a group, discuss how the light interacts with different objects. Which objects can light pass through? Which objects block the light? Help each child define his/her own working definition of the concepts of opaque and transparent. Then introduce the terms for those children who are ready. Leave the objects out for children to explore on their own. Encourage children to test other objects that they find or bring from home. You may also want to ask children to sort objects by how they interact with light.

Learning Center Activity:

Demonstrate how to make a simple sun catcher to hang in the window. Cut rectangular pieces of clear contact paper and remove half of the backing so that the adhesive is exposed. Use the sticky side to arrange a variety of opaque and transparent materials that are flat and lightweight. Then, remove the other half of the backing and fold over the design to seal the art materials between two layers of contact paper. Punch a hole at the top corners and thread with a yarn loop for hanging the sun catcher in the window. Encourage children to use their understanding of light and different materials to create a unique design.



Things to Talk About:

What else will let light shine through it?
What can we use to shade ourselves from light?
How does light change the object?
What will your sun catcher look like in the light?
What materials can you use to let through more light? Less light?
How does your sun catcher look at different times of the day?

Extended Activities:

Kiddie Kaleidoscope

Children can make their very own kaleidoscopes! Use cylindrical tubing for the body of the kaleidoscope - empty frozen juice containers with both ends removed, wrapping paper tubes, or industrial thread spools all work well. Cut a circle out of clear contact paper that is 2 inches larger in diameter than the end of the tubing. Remove adhesive and use sticky side to make a design with art materials. Attach the design to the kaleidoscope by folding the contact paper up over the end of the tube and secure it with a rubber band. Decorate the outside of the kaleidoscope with markers or crayons. Children can hold up their kaleidoscopes to the light to see the effect.

Stained Glass Windows

Give children pieces of acetate, or overhead transparencies, to color with markers. Have children experiment with color and design or make pictorial representations. Hang these "stained glass" panels in the window. Or, paint directly on the windows with water-color paint. How does it look in the light? How does it look at different times of the day? What kind of shadows do you see? How do the shadows change during the day?

Light Table Lesson 2: Shadow Play

Subject: Science

Objectives:
- Explore natural and artificial light
- Learn about shadows
- Develop spatial awareness

Materials:
Sidewalk chalk
Overhead projector or slide projector
Objects to illuminate such as tissue paper, hole-punched paper, textured paper, plastics, fabrics, lace, colored glass, shells, beads, and feathers

Teacher Guided Activity:

Take the children outside on a sunny day to explore shadows. Ask the children to share what they know about shadows. Have them find shadows on the ground and trace them with the sidewalk chalk. Where else do you see shadows? What size are the shadows? Do they move? Do they change? Pair the children into groups of two. Ask them to take turns tracing each other's shadow on the ground. Ask the children, "Does it look like you?"

Play Shadow Tag. Choose one or two children to be "it." They should try to tag other children by stepping on their shadows. Help children to think about how their shadows move and change as they move their bodies.

Learning Center Activity:

Set up an overhead projector or slide projector on the floor where it can shine on a large, blank wall. You can cover the wall with white butcher paper, if necessary. Encourage children to use their bodies, their hands, and different objects to project shadows on the wall. Ask children to collaborate in small groups of 2 or 3 to share their discoveries.

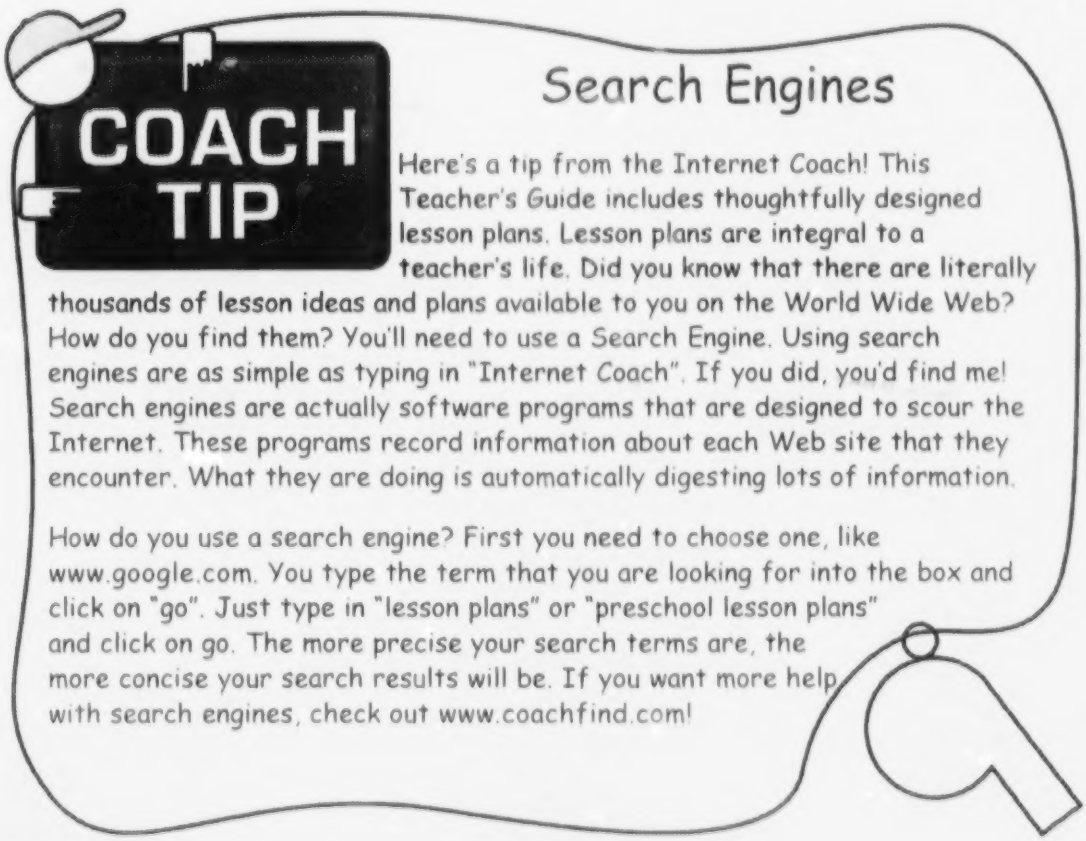
Things to Talk About:

What is a shadow?
How is a shadow made?
Is your shadow the same size as your body?
Is your shadow always attached to your body?
How can you change the size or shape of your shadow?
Can shadows have color?
What happens when two shadows overlap?

Extended Activities:

Shadow Puppets:

Hang a sheet from a clothesline and provide a light source behind the sheet. Invite children to experiment with simple puppets made of paper or cardboard cutouts on popsicle sticks. Small groups of children can plan a simple story using shadow puppetry.



Search Engines

Here's a tip from the Internet Coach! This Teacher's Guide includes thoughtfully designed lesson plans. Lesson plans are integral to a teacher's life. Did you know that there are literally thousands of lesson ideas and plans available to you on the World Wide Web? How do you find them? You'll need to use a Search Engine. Using search engines are as simple as typing in "Internet Coach". If you did, you'd find me! Search engines are actually software programs that are designed to scour the Internet. These programs record information about each Web site that they encounter. What they are doing is automatically digesting lots of information.

How do you use a search engine? First you need to choose one, like www.google.com. You type the term that you are looking for into the box and click on "go". Just type in "lesson plans" or "preschool lesson plans" and click on go. The more precise your search terms are, the more concise your search results will be. If you want more help with search engines, check out www.coachfind.com!

Light Table Lesson 3: Mirror, Mirror

Subject: Science/Art

Objectives:
- Learn about reflection of light
- Observe mirror images
- Explore facial expressions and emotions
- Create a self-portrait

Materials:
Small hand-held mirrors
Chart paper and markers
Paper
Colored pencils

Teacher Guided Activity:

Display a mirror for the class to see. Ask children to explain what they see. Discuss the children's ideas about mirror reflections. Discuss the many uses for mirrors.

Tell the children that they will use mirrors to look at their faces. Ask them to share what kind of feelings their faces can show. Use the chart paper to list their ideas such as happy, mad, silly, tired, and surprised. Then hand the children small mirrors to hold while they look at their own facial expressions. Have them try to express each feeling that the class collected. Talk about the differences. If you don't have enough mirrors for the children to use, have them mirror each other in partners.

Learning Center Activity:

Invite children to draw a self-portrait by looking closely at their faces in a mirror. Leave several small mirrors out at the art center with plenty of paper and colored pencils for drawing. Ask children to draw how they are feeling. Have them draw their own faces. Encourage as much detail as possible.

Things to Talk About:

Does your face always look the same in the mirror?
How does your reflection change when you move?
How does your reflection change in different light?
How do your eyes look when you feel happy? Sad? Worried?
How does your mouth look when you feel mad? Surprised?
Can you tell how your friend is feeling? How do you know?

Extended Activities:

Kaleidoscope

Tape three small mirrors together to form a triangle with mirrored-sides facing in. Children can look through the kaleidoscope to see multiple reflections of an object. Ask the children to observe the pattern and repetition in the mirror images. Have the children repeat this activity with various opaque and transparent objects such as glass beads, plastic animals, coins, fabric or lace.

Web Resources: Ideas from the Light Table

"Sci Fry"
http://www.sciencepage.org
Check out this science page filled with creative activities and helpful links.

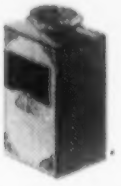
American Natural History
http://amnh.org
Come explore the American Museum of Natural History's Web page.

Help 4 Teachers
http://www.4teachers.org
Explore this resource designed to help teachers integrate the Internet into the classroom.

Planet, Planet
http://amazing-space.stsci.edu
Find Web-based activities for the classroom that focus on light and space.

Chapter 5: Ideas from the Drama Center

Drama Center Lesson 1: Animal Antics



Subject: Drama/Art

Objectives:
- Explore drama through movement and sound
- Express basic characteristics of familiar animals
- Interact with peers through dramatic play

Materials:
Chart paper and markers
Large piece of butcher paper for mural
Paint

Teacher Guided Activity:

Select one of the natural environments from Ani℠'s Rocket Ride - the garden, the pond, or the forest. Ask the children to name the kinds of animals that might live in that environment. Use the chart paper to make a list of their ideas.

Next, explain the game of animal charades. Demonstrate how to use your body and voice to imitate an animal from the list. Have the children try to guess which one you are pretending to be. Emphasize that this is a guessing game, so the name of the animal is a secret until someone guesses it. Take turns acting out different animals so that every child who wants a turn has a chance to perform.

Learning Center Activity:

On butcher paper, have children paint a large mural of a natural environment. For example, children can paint large trees and woodland animals to represent the forest environment.

Later, hang this mural in your dramatic play area or in a large, open space in your classroom. Have children use this as a backdrop to continue acting in their animal roles. Encourage children to act out animal scenes in collaboration with other children. For example, a family of foxes might go hunting for their supper or an owl might build a nest for its eggs. This activity can be repeated with other natural environments such as a pond or a garden.

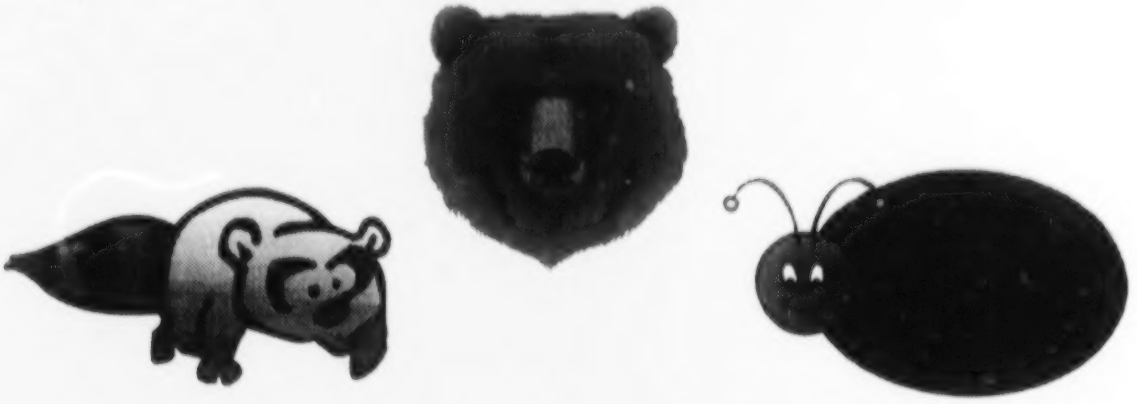
Things to Talk About:

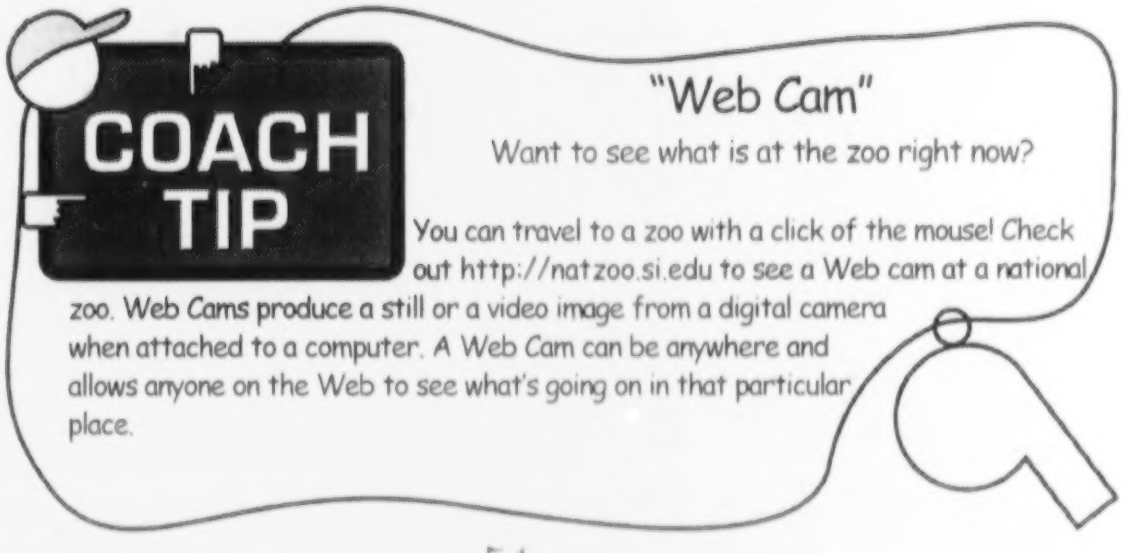
How can you move like your animal?
What type of sound does your animal make?
Show us what your animal might like to do.
What happens when your animal meets another animal?
How did you guess the right animal? What clues did you use?

Extended Activities:

Animal Masks

Children can make paper plate masks of their animal character. Provide each child with a paper plate that has two large eye holes already cut out. Invite children to use markers or crayons to draw the face of an animal of their choice. Set out feathers, cut paper, fabric scraps, and other art supplies for decorating the masks. When the masks are ready to wear, cut a thick, large rubber band to make an elastic strap. Staple the elastic strap to each side of the mask at the same level as the eye holes so that the strap will fit around the child's head just above his or her ears.



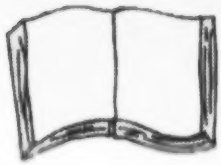


"Web Cam"

Want to see what is at the zoo right now?

You can travel to a zoo with a click of the mouse! Check out http://natzoo.si.edu to see a Web cam at a national zoo. Web Cams produce a still or a video image from a digital camera when attached to a computer. A Web Cam can be anywhere and allows anyone on the Web to see what's going on in that particular place.

Drama Center Lesson 2: Story Dictation



Subject: Language Arts

Objectives:
- Establish purposes for reading and writing
- Connect spoken language with written language
- Generate and organize ideas to tell a simple story
- Reinforce importance of literacy

Materials:
Printer paper
Markers or crayons
Construction paper
Stapler

Teacher Guided Activity:

In the program's drama center, children can create different dramatic presentations using a variety of characters and settings. There is space for an adult to type the children's ideas. Encourage the children, either individually or in small groups of 2 or 3, to dictate sentences that tell a story about the dramatic scene they have created. Guide the children into a simple beginning, middle, and end story structure. Click on the printer icon to print the story.

Learning Center Activity:

Ask the children to put their dictated stories into book form. Set out markers and crayons so that children can illustrate the typed words. Show the children how to use the construction paper to make a cover for their books. Encourage the children to illustrate the cover and write their name on it. Staple the pages inside the cover. Invite children to share their books with one another and incorporate these books into your classroom library.

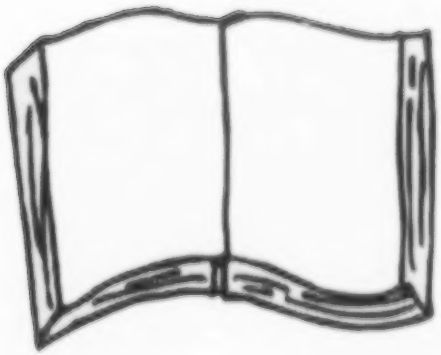
Things to Talk About:

What happens at the beginning of your story? In the middle? At the end?
Tell me more about that character.
What will your illustrations show?
How is your story like other stories we have read in class?
With whom would you like to share your story?

Extended Activities:

Story Theater

Create a space and time for the children to act out their own stories as the teacher or another adult reads what a child has dictated. Select as many actors as needed to tell the story; the rest of the class is the audience. As the story is read aloud, pause for dramatic interpretation of the action and dialogue of the story. Children may want to act out favorite stories again and again!



Drama Center Lesson 3: Puppet Making

Subject: Art/Drama

Objectives:
- Create 3-dimensional puppets
- Engage in collaborative, dramatic play
- Explore how characters, sounds, and movement tell a story

Materials:
Small boxes such as empty gelatin or pasta boxes
Old socks
Cardboard
Paint
Puppet decorations such as feathers, cut paper, yarn, glitter, fabric scraps, buttons, sequins, etc.
Scissors
Glue

Teacher Guided Activity:

Ask the children to share what they know about puppets. Have they ever watched a puppet show? Discuss how puppets are used to tell a story. Invite the children to make their own puppets. Suggest that they think of a favorite animal or storybook character to make.

Demonstrate one or both of the following ways to create puppets:

Box Puppets: Cut a small box in half on 3 sides. Adults should assist children during this step, or cut the boxes ahead of time. Fold the ends of the box back, and you have a mouth that opens and shuts. Put your fingers inside to make it move. Use your imagination to decorate the puppet.

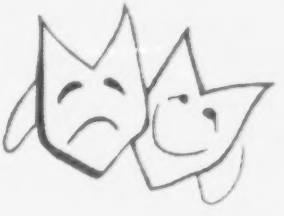
Sock Puppets: Old socks make wonderful arm puppets. To create a working mouth, cut an oval from cardboard, score it down the center, and fold. Insert the cardboard into the sock's toe, and glue it in place for a mouth. Adults should assist children during this step, or cut the cardboard ovals ahead of time. Sew on buttons for eyes or cut fabric shapes and glue in place. Decorate the puppet to create an animal or storybook character.

Learning Center Activity:

Set up stations with art supplies for children to make their own puppets. Make sure that an adult is supervising children while they are cutting the cardboard, or have the materials pre-cut. Encourage children to collaborate about different characters for their puppets. Later, children can play or tell stories together with their puppets.

Things to Talk About:

What character have you chosen for your puppet? Why?
What is this character like?
How will your puppet be like this character?
What materials will work best?
What might your puppet say to another puppet?
Tell me a story with your puppet.



Extended Activities:

Puppet Stage

Look for a large cardboard carton to make into a puppet stage. Good places to ask for a box include: moving vans, appliance delivery trucks, or your school cafeteria. You can cut out a window and hang a cloth for a curtain to make a stage. Have the children paint and decorate the outside of the puppet stage. Place this stage in your dramatic play corner and encourage the children to use the puppets they have made to tell stories and put on shows for one another. You can also stretch a sheet across a table or chairs, or stretch a clothesline between trees and hang a tablecloth or sheet for a temporary stage.

Web Resources: Ideas from the Drama Center

Puppet Craft
http://www3.ns.sympatico.ca/onstage/puppets
Make believe and create hand shadows, puppet patterns, and scrap puppets.

Public Broadcasting System
http://www.pbs.org/wgbh/lions
Get into character with these Interactive storybooks.

Music for Life
http://www.niehs.nih.gov/kids/music.htm
Sing along as you learn literacy through music.

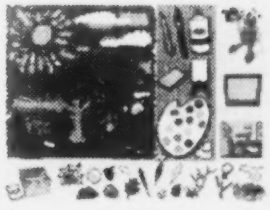
Muppets Online
http://www.henson.com
Check out the "Puppet Cafe" to see innovative puppetry from around the world

Story Time
http://www.ipl.org/youth/StoryHour (StoryHour) should be capitalized
Gather 'round and listen to audio storybooks from the Internet Public Library

Puppets around the World
http://www.sagecraft.com/puppetry
Experience "Puppetry Traditions around the World" on this Web site

Chapter 6: Ideas from the Art Center

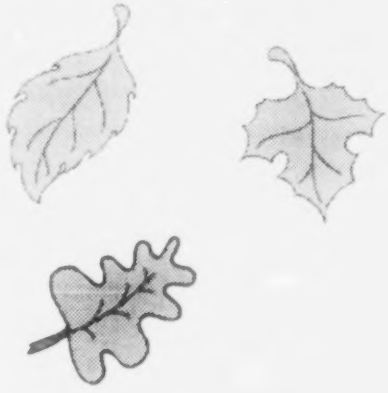
Art Center Lesson 1: Leaf Collage



Subject: Art

Objectives:
- Identify the elements of line, shape, color, and texture
- Observe differences in leaves
- Express qualities of mood, emotion, and imagination

Materials:
Paper bags
Leaves
Newspaper
Paper
Crayons and paint
Paint brushes and rollers
Scissors
Glue
Poster board



Teacher Guided Activity:

Take the children on a short nature walk to collect leaves. Give each child a paper bag for collecting leaves of different sizes, shapes, and colors. In the classroom, demonstrate how to make leaf art.

Rubbings: Place some leaves (underside up) on several layers of newspaper and position your rubbing paper over the leaves. Use the sides of the crayons to rub over the paper with steady, firm strokes, and the leaf shapes will be outlined on the paper. Try crayons, chalks, and pencils, or a combination of the three for different effects.

Prints: Paint the underside of leaves and arrange them on several layers of newspaper. Position your paper over the leaves. Roll gently with a roller to obtain the print.

Learning Center Activity:

Set up stations for children to make rubbings and prints with the leaves they have collected. Later, have children cut out their leaf art and paste onto a leaf collage, or use the leaf art to make pictures and patterns.

Things to Talk About:

How are these leaves alike? Different?
How did you decide to use these leaves?
How did you form this arrangement?
What do leaves feel like?
How are leaves shaped?
What colors will you use?

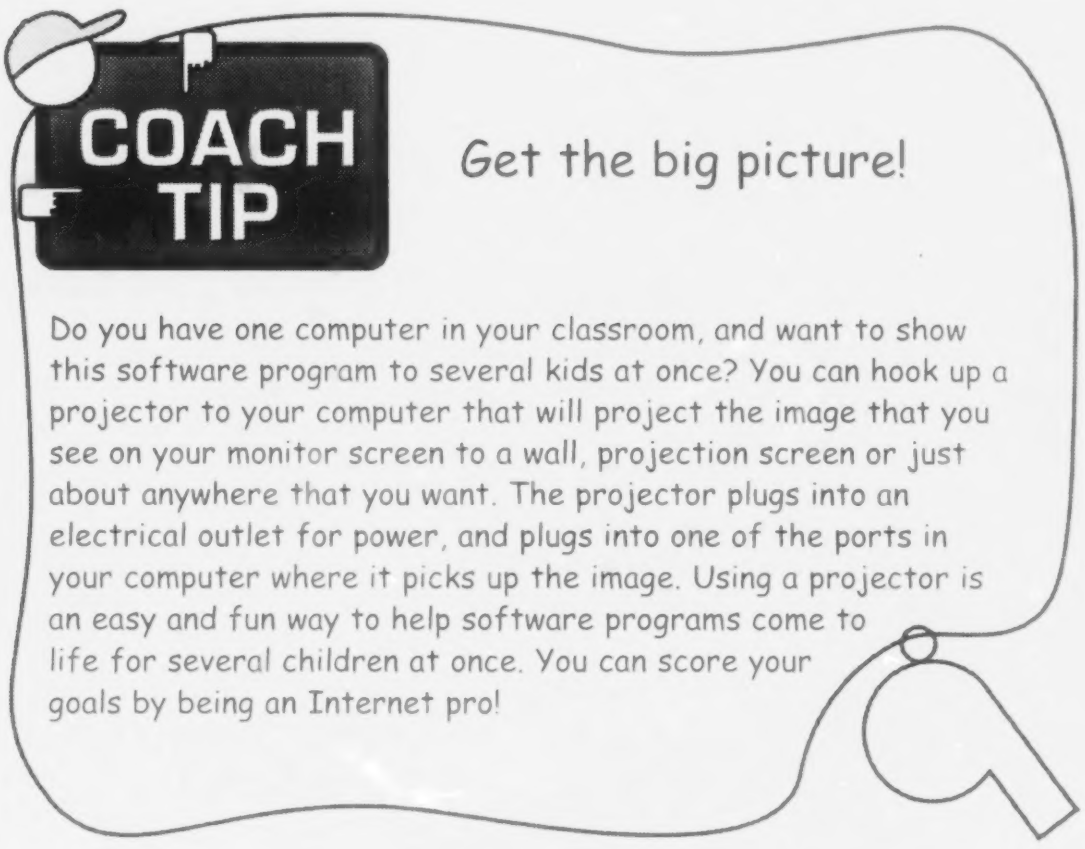
Extended Activities:

Textures All Around

Make rubbings of other interesting textural items such as coins, pieces of fabric, lace, paper doilies, etc. Take your crayons and paper outdoors to collect more textures. Hold the paper against different types of trees and make rubbings of the bark. Make rubbings of stucco walls, concrete sidewalks, asphalt streets, and bricks.

A Book About Texture

The rubbings can be made into a book about texture. Label each page with an adjective that describes the texture such as bumpy, smooth, or rough.


COACH
TIP
Get the big picture!
Do you have one computer in your classroom, and want to show this software program to several kids at once? You can hook up a projector to your computer that will project the image that you see on your monitor screen to a wall, projection screen or just about anywhere that you want. The projector plugs into an electrical outlet for power, and plugs into one of the ports in your computer where it picks up the image. Using a projector is an easy and fun way to help software programs come to life for several children at once. You can score your goals by being an Internet pro!

Art Center Lesson 2: Sand Clay Sculpture

Subject: Art

Objectives:
- Create three-dimensional sculpture
- Develop eye-hand coordination and manipulation
- Use natural objects for artistic expression

Materials:
Fine aquarium sand
Water
Cornstarch
Saucepan and spoon
Dish
Stove
Food coloring (optional)

Teacher Guided Activity:

Teach the children how to make clay from sand. In small groups of 3 or 4 (with adult supervision), children can mix 2 cups of sand with 1 cup of water and 1 cup of cornstarch in a saucepan. If you want to add color, stir in drops of food coloring. Cook over medium heat, stirring constantly for approximately 10 minutes. When the mixture thickens, remove from the heat. Carefully pour it into a dish, and let it cool. The clay is ready for sculpting as soon as it is cool enough to handle. It will get very hard when dry. Use the clay the same day you make it. Once it hardens, it can no longer be sculpted.

Learning Center Activity:

Have the children use their fingers, sticks, and spoons to sculpt the sand clay into small animals.

Things to Talk About:

How does the sand clay feel?
How will you sculpt it?
Tell me about your clay animal.

Extended Activities:

Fossil Making

Make "fossils" in the sand clay. Collect natural objects such as leaves, feathers, seeds, acorns, pine cones, or bark on a short nature walk. Press the natural objects into the moist clay, then remove them and let the clay dry.

Art Center Lesson 3: Nature's Water Colors

Subject: Art

Objectives:
- Explore the element of color
- Use the principles of repetition and pattern to create a design
- Identify and describe patterns of weather
- Express ideas with imagination

Materials: Paper
Powdered tempera paint, several colors
Shaker dispensers for the paint (old salt shakers or spice containers work well. You will need one for each color of powdered paint.)

Teacher Guided Activity:

When the weather forecast is for "light rain" or "scattered showers," prepare the children to make a rain painting. Ask children about their experiences in the rain. Tell them that you will use the rain to make art.

Work outside before the rain begins. Spread out large pieces of paper, using stones or something else heavy to weight down the paper's edges. Have children sprinkle the powdered tempera paint over their paper. As it rains, the raindrops will mix and blend the paint colors. Leave the artwork in the rain until it is wet, but not soggy. Too much rain will wash away the paint. After a few minutes, go out and discover what designs the rain has created. Carefully bring in the wet paintings and let them dry on layers of old newspapers.

Learning Center Activity:

Here's another way to do a rain painting. On a rainy day, leave some paper outside to become wet. Set out the rain-soaked papers at your art center with the tempera paint shakers. Invite children to sprinkle a design on the wet paper and watch the colors mix. Let the pictures dry on layers of old newspapers.

Things to Talk About:

What happens when it rains?
What will happen if we leave paper out in the rain?
What colors look interesting together?
What new colors are in your painting?
Which kind of rain painting do you like best?

Extended Activities:

Snow Painting

Paint the snow! In old cans or jars, mix tempera paint or food coloring with water to make diluted paint. Use large brushes or fill old spray bottles with the paint. Experiment using the paint on snowbanks. Both mixtures are water-soluble, but it is a good idea to ask children to be careful with their winter clothes, especially gloves and mittens. Encourage the children to paint large swirls or bands of color to follow the shape of the snowbank. If the snow is wet, colored chalk can be used. Break up several pieces of chalk and rub the colors into the wet snow.

Indoor Fun with Snow

If it's too cold to paint outside, fill up your water table or large buckets with snow and bring them inside. Pack the snow together and, surprisingly, it will last all day inside. Try different activities with a variety of snow conditions and art materials.

Web Resources: Ideas from the Art Center

Art Guide
http://www.afaweb.org
Get a helpful hand from this teacher resource at the American Federation of Art.

Crazy Coloring
http://www.crayola.com
Enter this kid-safe activity zone and find opportunities to color and paint.

Fun with Fossils
www.rom.on.ca/quiz/fossil
Learn more about fossils at the Royal Ontario Museum's Web site.

Coloring Books
www.pbs.org/zoboo
Find a wide variety of printable coloring pages on this Web site.

Posting Artwork
www.arts.ufl.edu/art/rt_room/sparkers.html
Look here to find art project ideas and a place to display children's work.

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Chapter 7: Ideas from the Balance Scale

Balance Scale Lesson 1: Balancing Your Body

Subject: Movement/Kinetic Wellness

Objectives:
- Explore concepts of balance
- Develop physical coordination and balance
- Understand spatial awareness in relationship to objects and people
- Demonstrate control when performing gross and fine motor skills

Materials:
Picture books of athletes and dancers
Sports/fitness magazines
Scissors
Glue
Poster board

Teacher Guided Activity:

Show the class pictures of athletes and dancers in balanced motion such as a gymnast on the rings or a ballerina in toe shoes. Discuss what it means to be in balance. Why is balance important?

In a large, open space in your room, in the gymnasium, or on the playground, lead the children in balancing exercises:

Balance on one foot
- lift one leg to the front/back/side
- close eyes and balance
- stand on tip-toes

Balance on hands and feet (bear walk)
- lift one hand
- lift one foot
- lift opposite hand and foot together

Balance while sitting (v-position)
- lift both legs
- lift legs and arms together

Learning Center Activity:

Have the children make a large collage about balance. Use old magazines such as Sports Illustrated, Sports Illustrated for Kids, Shape, or Fitness or go online to www.sikids.com to find photos of famous athletes. Ask children to find pictures of athletes who are in balance, cut out the pictures, and glue them onto a large poster board. Set out paper and crayons or markers for children who want to draw pictures for the collage.

Things to Talk About:

What makes balancing easy? What makes balancing hard?
What are some ways you can practice your balance?
How does balance help athletes? Dancers?
Think about people who use wheelchairs or crutches. How are they balancing?
What are other examples of people in balance?

Extended Activities:

Twister

Play Twister[1] with small groups of 2 or 3 children. How is balance important in this game?

Movement Mambo

Choreograph a short movement piece that uses several different balancing poses. Put it to different music - fast and slow tempo.

COACH
TIP
Search for a star!
1. Log on to the Internet and go to www.yahooligans.com.
2. Now do an Internet Search for your students' favorite athletes!

[1]Twister is a trademark of Hasbro, © 1999, Hasbro, Inc.

Balance Scale Lesson 2: More or Less?

Subject: Mathematics

Objectives:
- Compare the numbers of objects in groups
- Develop vocabulary of more/less, most/least
- Learn one-to-one correspondence
- Practice counting

Materials: Objects to count (cubes, chips, pennies, etc.)
Plastic cups

Teacher Guided Activity:

Give every child a cup containing between 1 and 10 counters. Ask children to count the number in their cup. Then, ask two children to stand up and report to the class how many they have. Ask the class, "Who has more?" and "Who has less?" Repeat until all the children have had a chance to compare quantities. Finally, introduce the concept of most and least. Discuss with the class which cup has the most and which has the least.

Learning Center Activity:

Have pairs of cups and counters ready for children to work in groups of two. Have the children take turns filling the cups with two different quantities and asking their partner, "Which has more? Which has less?" Have a number line available for children's reference.

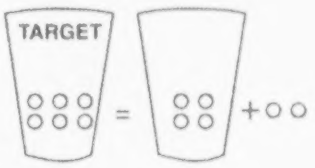
1	2	3	4	5	6	7	8	9	10

Number Line

Extended Activities:

Basic Adding and Subtracting:

For children who are ready to explore adding and subtracting operations, label one cup in the pair as the target number. Fill the other cup with more or less counters than the target number. Have children add or subtract counters until the target number is reached. Repeat with different target numbers. You can also ask the children to practice writing and reading the mathematical sentence they have performed. For example, if the target number is 6 and the other cup has 4 counters in it, children will need to add 2 more. The math sentence is 6 = 4+2.



Balance Scale Lesson 3: Balancing Numbers

Subject: Mathematics

Objectives:
- Explore concept of quantity
- Learn one-to-one correspondence
- Practice counting
- Find equivalency

Materials: Objects to count (cubes, chips, pennies, etc.)
Clear plastic cups
Balance scale (optional)

Teacher Guided Activity:

Using a balance scale or your two open hands outstretched as a pretend scale, display one cup with 5 counters and one empty cup. Ask the children to make the two cups balance -- to become equal on both sides. First, coach the children to count the counters in the full cup, and then to count out a matching number for the empty cup. Have the children verify that the two cups are indeed balanced by placing them on the scale.

Learning Center Activity:

Set up several pairs of cups and encourage children to work in groups of two. Have one child in the pair count out a number of counters for one cup, and the second child count out the matching number for the second cup. If you have a balance scale, the children can check to see if their cups balance. Have the children repeat and reverse their roles.

Things to Talk About:

How many counters are in the cup?
Do you need more or less in your cup?
How do you know the cups are equal?
What does it mean to be equal?

Extended Activities:

Greater or Less Than

Before class, prepare four bags (red, yellow, blue, and green) with varying quantities of sand. Fill the red bag with a little sand, yellow with more, blue with even more, and green with the most. Tie off each bag securely. Next, place the sealed bags in a row from lightest to heaviest. Create a learning center where a student can lift each bag to feel the differences in weight. Introduce the language of "greater than" and "less than" by saying "The green bag is heavier than the red bag." Then scramble the order of the bags and ask each student to rearrange the bags so that they are in order from lightest to heaviest.

Web Resources: Ideas from the Balance Scale

Adding It Up
http://www.learningplanet.com
Grab some early learning math activities to add to your book.

Sports Illustrated for Kids
http://www.sikids.com
Gather information on athletes for "Balancing your Body." (part 1)

Crafts for Kids
http://www.kkafe.net
Read an online newsletter with crafts, activities and books.

Active Athletes
http://www.clipart.co.uk
Find images of athletes who are in balance.

Chapter 8: Ideas from the E-mail Center

E-mail Center Lesson 1: Key-Pals

Subject: Language Arts/Technology

Objectives:
- Explore forms and purposes of writing
- Participate in e-mail correspondence
- Connect writing to personal experiences
- Communicate meaningful responses to others

Materials: Computer with Internet access
Small cardboard boxes or cardboard dividers
Writing supplies such as different kinds of paper, envelopes, pencils, markers, crayons, stamps, stickers, glue, tape, scissors

Teacher Guided Activity:

Communicate with children in another classroom via the internet. Use one of the following internet sites to make an e-mail classroom connection:

www.stolaf.edu/network/iecc/
www.epals.com

Or, connect with a buddy class at your school or center. Discuss the purposes of writing letters. Have the class dictate a letter that you type on the computer. Ask the class to share current interests and classroom projects. Ask questions of the children in the other classroom. When a reply is sent, gather children around the computer to read the letter. Model the process of sending and receiving e-mail correspondence. Discuss the children's ideas about e-mail. Encourage them to visit the e-mail center in Ani™'s Rocket Ride.

Learning Center Activity:

Set up a mail center in your classroom for children to exchange messages and letters with one another. Make a mailbox for each child out of small boxes or use large boxes from a grocery or liquor store that contain cardboard dividers. The dividers make good compartments for mailboxes. Label each mailbox with the child's name. Encourage children to write and draw messages for each other. Provide a name chart or labeled photos to help the children write each other's names.

Things to Talk About:

How can we share what we do with another class of children?
How will they receive our e-mail message?
How are the children in the other class like us? How are they different?
What would you like to ask them?
Why is it important to answer a letter?
How do you feel when you receive a letter from a friend?

Extended Activities:

Communication Exploration

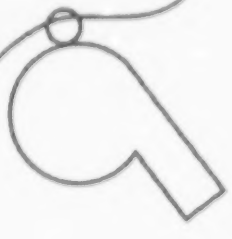
Discuss when and why people use different modes of communication. Design a thematic unit that explores talking, writing, sign language, braille, telephones, computers, fax machines, the Internet etc. Add an old telephone, answering machine, drum, computer or typewriter to your dramatic play area. Bring in pictures and books that show people communicating with one another. Share a biography of Helen Keller's life.

Internet Newsgroups

Another convenient form of communication is an Internet newsgroup. A newsgroup allows you to post ideas and read what others have written about the same topic. It is like a giant bulletin board that can reach across borders.

For example, check out the Reggio Emilia newsgroup at www.askeric.org/Virtual/Listserv_Archives/REGGIO-L.html and try posting a note of your own!

You can score your goals by being an Internet Pro!



E-mail Center Lesson 2: Web Pages

Subject: Social Studies/Technology

Objectives:
- Use print and technological resources to communicate ideas
- Gain exposure to the Internet with adult guidance
- Explore the features of a Web page
- Connect home and school experiences

Materials:
Computer with Internet access
Teacher supply catalogs
Photographs of your students at school (optional)
Glue
Scissors
Paper

Teacher Guided Activity:

Introduce the concept of a Web page by comparing it to a bulletin board at your school where children's work and/or announcements are posted. Explain that the class will make a Web page for families to visit together from home. The Web page will share current classroom projects, upcoming events, and parent information.

There are many Web sites that help you establish your own Web page. Try www.myschoolonline.com or www.lightspan.com to get started. Check your school's policy about Web pages to make sure you are within the guidelines. (Follow Net safety rules and avoid putting pictures of children on the Web site). Set up your Web page ahead of time. Show the class the format and ask for suggestions about what kinds of things to post. After your Web page is up and running, send a letter home to families and ask them to visit your site with their children, if possible. Ask the children to share their experiences logging-on from home. Use the Web site as another tool to build home/school connections; update it frequently with input from the children.

Learning Center Activity:

Ask children to design their own school "Web page" on paper. Provide old teacher supply catalogs with pictures of children in various school activities. You may also want to provide photographs of the children in your own classroom. Have the children make a collage to represent their experiences at school. Point out that they will be "cutting and pasting" just like you did to make their Web page. Encourage them to consider layout features and whether or not to include text with the images.

Things to Talk About:

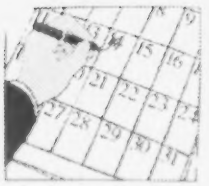
What should we share with your families about our classroom?
How can we show that on our Web page?
What did your families think about our Web page?
How did it feel to see our Web page on another computer?
Does your paper "Web page" look like our electronic one?
How are they the same or different?

Extended Activities:

Classroom Views

Prepare ahead of time by visiting the Web pages of other early childhood classrooms. Look for high-quality, age-appropriate sites with lots of pictures such as www.iecc.org. (Intercultural E-mail Classroom Connections) Web pages from schools in different regions of the U.S. or from other countries promote multicultural understanding. Share the Web pages with your students in small groups gathered around the computer, or with the whole class using a large monitor or TV that can be seen by all. How is their classroom the same? How is it different? What questions would you like to ask the children? Would you like to visit that school? Why or why not?

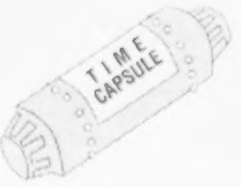
E-mail Center Lesson 3: Time Capsule



Subject: Social Studies

Objectives:
- Identify school as a major social institution in the community
- Reflect on school experiences
- Practice chronological sequencing

Materials:
Large box with lid
Camera
Paper
Unlined index cards
Markers and crayons
Glue



Teacher Guided Activity:

Discuss with the class ways to keep memories. Ask children if they have a photo album, scrapbook, or treasure chest at home? Explain that a time capsule is a safe place to keep special things to remember later on. Time capsules are a good way to show children how much they have grown over time. Plan on a time to open the capsule in the future - maybe at the end of the year or upon graduation to elementary school.

Over several days, have the children collect small artifacts, work samples, pictures, and messages to save in the time capsule. Have a camera available to capture favorite things that cannot go into the capsule. When the capsule is complete, have the class dictate a letter about their experiences. Explain that you will read the letter again to the class when you open the capsule in the future. Then hide the time capsule away until the agreed upon time.

Learning Center Activity:

Ask children to make a timeline of their day at school. Provide unlined index cards for the children to draw themselves doing their favorite activities at school. Children should draw only one activity on each card. Encourage children to think of things they do in the morning and the afternoon. Have each child make 3 or more cards. Then, ask the children to put their activities in the order of the day, starting with the morning. Have your classroom schedule posted for easy reference. Once the children have put their cards in chronological order, number them. Ask the children to glue them onto a larger piece of paper to make a timeline.

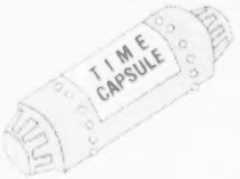
Things to Talk About:

What makes our classroom a fun place to be?
What are your favorite things to do here?
How are you an important member of our class?
What will you always remember about this year?
When should we open the time capsule?
How will you be different then?
What things will happen between now and then?

Extended Activities:

Schools of the Past

Read storybooks about children in one-room school houses in the 1800's. Children's literature about pioneers would be a good source of pictures and text. Share the stories and discuss differences in their classrooms. What would surprise those children about our school? What has changed? What has stayed the same?



Web Resources: Ideas from the E-mail Center

Safety First!
http://www.getnetwise.org
Educate yourself with this online safety guide.

Puzzle Center
http://www.puzzlecenter.com
Send an electronic card with a puzzle attached to it.

International Email
http://www.iecc.org
Form a Keypal friend with Intercultural E-mail Classroom Connections.

Classroom Web site
http://www.myschoolonline.com/golocal
Build a free Web site for your classroom or school.

American History
http://www.americanhistory.si.edu
Brush up on facts and ideas at the Smithsonian Web page.

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Chapter 9: Additional Resources

A Road Map for Grown-Ups

Post next to computer when using ***Ani℠'s Rocket Ride***

Getting Started

- Ani the Alien is the animated guide. She wants to learn about a preschool classroom. She plans to return to her planet and build a school for her friends.

TIP: Ani appears on every screen to talk to the children. Click on Ani for audio help at any point.

- Click the Help for Grown-Ups clipboard at the bottom of the screen. Scroll through and read the introductory text. Then click OK to close the dialog box.

TIP: This clipboard appears on every screen to provide guidance to adults.

Exploring Outside the School

- There are three natural environments - a garden, a pond, and a forest. Children search for natural objects to collect and bring back to school.

- Notice that your mouse pointer turns from an arrow to a symbol of a hand when you are over a natural object to collect. At any time, you can click the treasure chest icon located on the bottom left side of the screen to see all the objects collected so far.

TIP: Press TAB on your keyboard as a shortcut to collect all of the 15 objects at once. This is useful if you want to go directly to the learning centers.

Learning Centers

- Click on the front door of the school. You will see seven learning centers: balance scale, water table, light table, art center, drama center, e-mail center, and Internet Browser center.

- Guide the children to select a learning center that matches their interest. Click on the Help for Grown-Ups clipboard. Scroll through and read the explanation of the selected learning center. Then click OK to close the dialog box.

TIP: The Help for Grown-Ups icon provides thoughtful questions and suggestions aimed at students. Use the suggestions to promote discussion and further exploration.

Video Center

- Click on the television monitor at the side of the screen to view the video that Ani recorded. Select one of the learning center icons to play its video. The player's work will be showcased in the video.

TIP: Click on the rocket icon to send Ani back to her planet to deliver the video to her friends. This option is available in the Video Center.

Order other great Internet Coach® products

Internet Coach® for Microsoft Internet Explorer
or Netscape Navigator and Communicator Adult - Mac/Win
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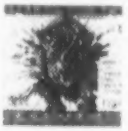
Internet Coach® Puzzle Builder™ Ages 5-Adult
Create or play 10 different kinds of puzzles!



Mission to Planet X: Internet Coach® Ages 9-Adult - Mac/Win
Master the Internet and explore the dangers of cyberspace!
Liftoff to Lizard Island: Internet Coach® Ages 5-8 - Mac/Win
Take a trip around the world and learn the Internet with Izzy the Lizard!
Field Trap: Internet Coach® Ages 6-10 - Mac/Win
Take a fantastic field trip back to the multicultural roots of the USA!
Search for the Black Rhino: Internet Coach® Ages 9-Adult - Mac/Win
Sharpen your Internet research skills with this challenging adventure!
Internet Coach® for Net Safety Ages 5-Adult - Mac/Win
Teach children to be responsible Web users!

To Run Demo Programs on this CD

Macintosh®

1. Double click the "Demos" folder on the CD-ROM.
2. Double click the "APTE Product Sampler" icon.

Windows®

1. Double click My Computer.
2. Right click your CD-ROM drive.
3. Click Open.
4. Double click Demos.
5. Double click APTE32.EXE.

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